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ABSTRACT

Based on the 1998 Arkansas State Language Arts Framework, this sample curriculum model for grade one language arts is divided into sections focusing on writing; listening, speaking, and viewing; and reading. Each section lists standards; benchmarks; assessments; and strategies/activities. The reading section itself is divided into print awareness; phonological awareness/decoding/vocabulary; comprehension; fluency; and literary response. Writing standards include moving from visual and spoken experiences to written language through positive modeling. An example of a writing benchmark has students applying phonetic skills and writing skills learned through interactive writing to record observations. A suggested writing strategy uses shared reading of books to show the relationship between written and spoken language. A standard for listening, speaking, and viewing focuses on listening for a variety of purposes, such as enjoyment, information, and details. A corresponding benchmark has students state their purpose for listening. A suggested listening strategy encourages teachers to provide opportunities several times a day for students to listen for a variety of purposes. Reading standards include recognizing and associating letters and sounds. A benchmark for this standard is for students to name and identify each letter of the alphabet. An example of a reading strategy uses the whole-part-whole sequence for teaching phonics. Assessments for the three areas include teacher made tests and samples of student writing. (PM)

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The Arkansas Department of Education

Language Arts Curriculum Framework: Sample Curriculum Model Grade 1

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SAMPLE CURRICULUM MODEL

GRADE 1

based on the 1998 Arkansas State Language Arts Framework
Arkansas Department of Education, 1998

Grade Level 1

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W. 1.1. Move from visual and spoken experiences to written language through positive modeling.	Students will apply phonetic skills and writing skills learned through interactive writing to record observations and experiences. Students will use the writing of adults, the language in books and print in the environment as models for writing.	• Samples of student writing • Analysis of journal entries • Observation • Checklist • Portfolio	• Use shared reading of big books to show the relationship between spoken and written language. • Use interactive writing to demonstrate how spoken language can be recorded with letters and words. • Provide a listening center with taped stories and accompanying books. • Compose innovations on patterned text. • Use school experiences as the basis for writing. For example, after a field trip have students dictate a written summary of the trip. Then have them draw a picture and write a sentence about their favorite part of the field trip. • Have students orally rehearse their sentences or stories in order to have the language structure well established in their heads before they write. • Compose "Daily News" in which the teacher writes two or three sentences dictated by students. Sentences are read aloud, revised and edited by the group using teacher guidance. • Take photographs of students engaged in a variety of activities at school and have them assist in writing sentences to explain the pictures. Put in a book format for students to read during independent reading.

Grade Level 1

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.2 Understand the relationship between letters and words, words and sentences, sentences and paragraphs, and paragraphs and whole pieces.	Students will distinguish letters in words, words in sentences, and sentences in paragraphs. Students will write 3-4 related sentences in paragraph form independently, using conventional spelling for simple, regularly spelled words and phonetic spelling for more complex words.	• Samples of student writing • Analysis of journal entries • Statewide test • Teacher made tests	• Use shared reading to show the relationship between letters, words and sentences. • Use modeled writing to show the relationship between letters, words and sentences. • Provide students opportunity to write daily. • Compose stories or paragraphs using paragraph frames and story frames. • Have students work in small groups to reconstruct paragraphs from jumbled sentences. • Place the "Daily News" pages in a big book format to illustrate how a personal narrative can be developed from a diary or timeline.
SLE W.1.3. Follow patterns from predictable books, poems and stories.	Students will use predictable language patterns in poems, stories and songs to write similar text.	• Samples of student writing • Analysis of journal entries • Portfolio • Checklist	• Compose individual and class innovations on predictable text such as books, poems and stories. For example, use poetic formulas to help students write class poems. Students write one sentence completing the phrase "Green is...." All of the sentences are put together to make a color poem. • Compose ABC books based on a content area unit of study (e.g. an ABC book on animals).

Grade Level 1

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.4. Use individual and collective strategies for finding and developing ideas about which to write.	Students will generate ideas for writing by using available resources as references for topics and words (e.g. books, experiences, brainstorming, word walls, labels, charts).	• Samples of student writing • Analysis of journal entries • Portfolio • Checklist	• Model strategies for gathering and organizing ideas for writing, such as drawing, talking, reading, clustering and role playing. • Have students draw pictures in response to a story or about something in which they are interested. Have students use pictures as basis for writing.
SLE W.1.5. Writes from experiences and thoughts.	Students will write brief personal narratives about experiences, people or events from a group prewriting activity, such as a semantic map or story frame.	• Samples of student writing • Analysis of journal entries • Statewide test • Teacher made tests	• Use a "write aloud" to model writing a personal narrative. Teachers write a narrative event based on own experiences using a story frame. As they write they "think aloud" the process of writing from experiences. Have students then use the same story frame to compose a paragraph about themselves. • Have students keep journals to record events, personal stories, ideas. Read a book such as Ira Says Goodbye (Waber, 1985) as an example of a story that is written as a personal narrative.
SLE W.1.6. Write in one or more subject areas daily.	Students will compose (draw/dictate/write) labels, captions, events and stories in response to a theme or subject area topic.	• Samples of student writing • Analysis of journal entries • Portfolio	• During a unit of study, such as animals, provide students with an opportunity to draw and label or write what they have learned about the unit of study. • Provide paragraph frames for students to complete in response to a unit of study. • Read a book such as All About Seeds (Kuchalla, 1982) to illustrate informational text. Use the pattern of "All about _____" to compose class books on a single topic. After adequate modeling, have students compose their own "All about _____" books on a single topic.

Grade Level 1

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.7. Recognizes and expresses cultural diversity in writing.	Students will compose (draw/dictate/write) labels, captions and events in response to a theme or multicultural story read aloud.	• Samples of student writing • Analysis of journal entries • Statewide test • Portfolio	• Read stories such as A Chair for My Mother (Williams, 1983), Everybody Cooks Rice (Dooley, 1992), and Bigmama's (Crews, 1991) as part of a unit on families and talk about the common features of families from diverse cultural groups. Have students write about their own family traditions and compare with the group. • During a multicultural unit of study, have students dictate a class version of The Gingerbread Man (Galdone, 1975) substituting ethnic foods for gingerbread cookies.

Grade Level 1

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.8. Respond appropriately to the writing of others.	Students will make positive comments and ask clarifying questions about the writings of others.	• Observation • Checklist	• Model for the students how to make appropriate comments and ask clarifying questions. • Role play with a student appropriate and inappropriate feedback.
SLE W.1.9. Use the responses of others to review writing for clarity, style and content.	Students will participate in teacher-led revision and begin to revise their own writing for clarity.	• Samples of student writing with drafts attached • Checklist • Performance • Observation • Portfolio	• Teacher introduces and uses writer's revision checklist during assisted writing (interactive writing, writing aloud). • Observe students as they write and how they problem-solve and apply what they know about writing. If a student doesn't apply a strategy that he/she should know, provide support to move the student in a more productive direction.
SLE W.1.10. Acquire information with the use of computers and other available technology to gather, write and revise texts.	Students will use available technology to write sentences, stories, poetry.	• Samples of student writing • Analysis of journal entries • Observation • Checklist • Portfolio	• Provide the students with the opportunity to compose sentences and stories using the computer.

Grade Level 1

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.11. Write in a variety of modes, such as journals, stories, poems, letters, interviews and notes. SLE W.1.12. Write for a variety of audiences, such as peers, parents, teachers and community. SLE W.1.13. Write for a variety of purposes, such as to persuade, to enjoy, to entertain, to inform, to record, to respond to reading and to solve problems.	Students will explain why some text forms may be more appropriate than others to achieve a specific purpose (e.g. an invitation to inform, a storybook to enjoy). Students will demonstrate success in writing a range of familiar texts for different purposes and audiences (e.g. stories, brief descriptive paragraphs, poetry, innovations on predictable text).	• Samples of student writing • Analysis of journal entries • Portfolio • Checklist • Performance • Statewide test • Teacher made tests	• Examine different types of text and discuss their functions (e.g. stories to entertain, letters to correspond). • Use "think alouds" to model any writing students are expected to do. • Provide time everyday for students to write independently. • Provide students with opportunity to write for a variety of reasons: --to record ideas and reflections, such as in journals or essays, --to inform, such as in autobiographies and simple paragraphs, --to entertain, such as in stories and poems, --to record or dictate questions for research or investigation, --to label and make captions for illustrations, possessions, charts and centers, --to correspond, such as in letters, invitations, thank you notes.
SLE W.1.14. Develop a collection of writings.	Students will contribute to a writing portfolio.	• Portfolio • Checklist • Samples of student writing	• Discuss with students the purpose of a writing portfolio and collect writing samples to put in the portfolio. • Provide time everyday for self-selected writing.

Grade Level 1

WRITING

Standard 2.0	Benchmarks	Assessments	Strategies/Activities
SLE W.2.1. Write independently on self-selected topics.	Students will write spontaneously for self or chosen audience.	• Analysis of journal entries • Portfolio • Samples of student writing • Project	• Provide time on a daily basis for students to write independently. • Provide a writing center in which students can store their writing materials and find ideas about which to write.
SLE W.2.2. Organize information according to criteria for importance and impact rather than according to availability.	Students will use story frames and paragraph frames to write.	• Samples of student writing • Statewide test • Teacher made tests	• Complete a graphic organizer using information provided by the students. • Give students their own graphic organizers to complete while the class works with the teacher. • Have students select one category from which to compose a paragraph.
SLE W.2.3. Work in cooperative groups to produce a written product.	Students will problem-solve in small groups to form lists, write thank you notes, invitations, predictable text, etc. through interactive or shared writing.	• Samples of student writing • Performance • Project • Checklist	• Have students write and illustrate an innovation on a big book, such as change the character or the fruit in The Very Hungry Caterpillar (Carle, 1984). • Do interactive writing everyday to allow students to help compose classroom observations and experiences. • After reading a story have students work in groups to illustrate and put a caption on one event in the story.
SLE W.2.4. Monitor progress of self and others. SLE W.2.5. Accept responsibility for completing writing tasks.	Students will examine written work with teacher guidance to determine progress in writing and work habits.	• Checklist • Portfolio • Statewide test • Analysis of journal entries • Teacher-student writing conferences	• Maintain a portfolio for students. • Explain the purpose and contents of a portfolio, including how to make journal entries. • Establish a process for conferencing frequently with students to help them determine progress in writing.

Grade Level 1

WRITING

Standard 2.0	Benchmarks	Assessments	Strategies/Activities
SLE W.2.6. Edit writing for developmentally appropriate spelling, usage, mechanics, grammar, vocabulary, handwriting and content accuracy.	Students will write each letter of the alphabet both capital and lowercase using correct formation, appropriate size and spacing. Students will use correct spelling for high frequency words and simple words with regular spelling patterns; use phonetic spelling for unknown words. Students will use resources (e.g. word wall, word books) to find correct spellings. Students will compose complete sentences in written text. Students will edit for correctness using teacher assistance. Students will use capital letters correctly: --first word in a sentence, --names of people, --pronoun "I". Students will use correct punctuation: --to end sentences: (., ?), --apostrophes in contractions, --commas in letter writing. Students will use noun, action verbs and adjectives correctly in sentences. Students will write with natural-sounding subject-verb agreement.	• Samples of student writing • Analysis of journal entries • Statewide test • Teacher made tests • Portfolio • Checklist	• Introduce and use editing charts during assisted writing activities (interactive writing, modeled writing, "writing aloud"). • Have students read written work aloud to peers/teachers to see if it makes sense. • Model for the students how to form letters correctly. Provide them with magic slates, student chalkboards, etc. for practice. • Use students' writing samples (without name) on a transparency to model how to edit own work using editing checklist. • Conduct "make words" lessons to reinforce spelling and word recognition. • Conduct minilessons on punctuation and capitalization in the context of writing. • Use books to illustrate language arts concepts. For example, use the book Is Your Mama a Llama? (Guarino, 1989) to illustrate use of the question mark. Use The Very Hungry Caterpillar (Carle, 1987) to illustrate capitalizing days of the week. Use Happy Birthday, Moon (Asch, 1982) to illustrate capitalizing the personal pronoun I.

Grade Level 1

WRITING

Standard 2.0	Benchmarks	Assessments	Strategies/Activities
SLE W.2.7. Publish writing in a variety of ways, such as class anthologies, public readings, newsletters, newspapers, bulletin board, sharing with others and books.	Students will contribute written work to the literate environment of the classroom/school.	• Samples of student writing • Analysis of journal entries • Exhibition • Performance • Project	• Provide time everyday for students to do self-selected writing. • Post students' work on the walls throughout the school. • Make class-produced books to share with other classes. • Allow students to share their written work in school assemblies. • Submit student work to companies that publish student-writing (e.g. Willowisp Press®). • Display story maps and semantic maps that students produce.

Grade Level 1

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.1. Listen for a variety of purposes, such as enjoyment, information and details.	Students will state purpose for listening, such as to gain information and to enjoy.	• Teacher-student interview • Statewide test • Observation • Teacher made test	• Provide opportunities several times a day for students to listen for a variety of purposes. Have them listen to fiction books, such as The Rainbow Fish (Pfister, 1992), for entertainment; listen to the school bulletin being read to be informed; listen to instructions for schoolwork for details.
SLE LSV.1.2. Listen selectively and attentively to a variety of speakers.	Students will show respect for a speaker through demonstration of active listening behaviors which may include: making eye contact, giving attention, sitting still, facing speaker, taking turns to speak.	• Observation • Teacher made tests • Demonstration	• Read the book, Lily's Purple Plastic Purse (Henkes, 1996). Discuss with the students how Lily's excitement to share her new things got her into trouble. • Model active listening behavior and role play with the students how to be active listeners. • Use "Give Me Five" strategy for teaching students to be good listeners: Eyes on speaker, ears listening, mouth silent, hands in lap, feet still. Display a chart of "Give Me Five" to refer to as needed. • Have students do a quick draw after listening to a speaker.

Grade Level 1

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.4. Listen to improve reading, oral and written performance. SLE LSV.1.19. Confirm understanding by paraphrasing ideas.	Students will listen to proficient, fluent models of oral reading using predictable text, classic and contemporary works. Students will demonstrate the ability to listen by: --discussing the topic when finished listening, --retelling a simple story, --incorporating new vocabulary and ideas into own speech.	• Observation • Oral retelling • Analysis of journal entries • Performance • Samples of student writing	• Write poems and songs as studentswatch and encourage them to join in reading. Put in reading center for rereading. • Use modeled writing to record an experience or event and then allow the students to write their responses in their journals. • Read a big book, such as Growing Vegetable Soup (Ehiert, 1990), and have students retell the book using the language of the characters. • Draw students' attention to narrative language when reading fiction (e.g.: "Once upon a time"; "happily ever after"; "a long, long time ago"). Encourage the students to use the language in dramatic play.
SLE LSV.1.5. Develop strategies such as asking relevant questions, taking notes and making predictions for understanding what is heard.	Students will use a variety of strategies to understand what is heard such as: --ask questions for clarification, --connect their own personal experiences, information and ideas with those being shared, --form mental pictures of what is being shared.	• Observation • Statewide test • Teacher made test • Analysis of log/journal entries	• Using the book Grandma's Garden (Moore, 1994), model relating what is being heard to personal experiences (visiting grandmother) as a good listening strategy. • Read a portion of a text and have the students draw pictures of what they hear in their journals. Have the students retell what they heard using their drawing as a prompt. Reread the text so the students can check accuracy. For example, read The Toy Circus (Wahl, 1986). Have students draw and write one sentence about one circus act described in the book.

Grade Level 1

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.6. Listen to follow directions sequentially.	Students will become familiar with place words, matching actions to directions (e.g. on, under, beside, bottom, circle, underline). Students will follow a simple series of familiar directions, such as, "Put your name and date on you paper."	• Statewide test • Teacher made test • Demonstration	• Engage students in games that involve making certain motions or doing certain actions in response to spoken or sung directions. • Have students practice following directions using place words, matching actions to directions (e.g. put the book on the table, circle the correct word).
SLE LSV.1.7. Respond to artistic performances both verbal and musical.	Students will show interest in and respond appropriately to verbal and musical performances.	• Observation • Checklist • Performance	• Provide opportunities for students to experience verbal and musical performances. • Prepare students for performances by discussing the nature and/or content of the performance. • Discuss proper responses to artistic performances, such as being active listeners.
SLE LSV.1.8. Share ideas in discussions, conversation and presentation. SLE LSV.1.10. Contribute to class and small group discussions. - SLE LSV.1.25. Discuss current events.	Students will participate in formal and informal discussions about experiences, observations, ideas and local events.	• Observation • Performance • Checklist • Analysis of log/journal entries	• Provide sharing time for students to share thoughts and ideas. • Role play appropriate conversational behavior. • Discuss local current events of interest to students. • Ask questions that elicit more than a yes or no response from students. • Participate in discussions and model good questioning and question responding. • Call on individual students to talk instead of waiting for volunteers. • Allow students to share in small groups and have small groups share with large group.

Grade Level 1

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.9. Respond appropriately to the thoughts and ideas of others.	Students will recognize the right of others to express opposing views/opinions. Students will avoid the use of "put-downs" to others who disagree.	• Observation • Checklist	• Establish the "norms" for discussion with the class. Post a chart of the norms in the classroom for periodic review and refer to them as needed. Role play appropriate and inappropriate responses.
SLE LSV.1.12. Give reasons for support of opinions expressed.	Students will support spoken ideas and opinions with examples.	• Observation • Performance	• Model for students how to share an opinion with examples to support that opinion. • Use questioning to elicit from students the reasons for their opinions.
SLE LSV.1.13. Tell and retell stories from writing, reading and pictures.	Students will select a story to retell to the class, providing the story elements and the correct order of events in the story.	• Retelling rubric • Teacher made tests • Performance • Observation	• Model the retelling process. • Allow time for students to participate in the Storyteller's Chair. Two or three students retell stories they have read during independent reading using the pictures in the story. • Provide wordless picture books, such as Deep in the Forest (Turkle, 1992) from which studentscan tell their own stories.

Grade Level 1

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.14. Participate in collaborative speaking activities, such as choral readings, plays and reciting poems.	Students will participate in a variety of speaking activities, such as shared reading, oral retelling, choral reading and dramatizations.	• Observation • Performance • Demonstration • Checklist	• Provide opportunities for students to participate in various types of collaborative reading activities, such as reciting poetry and nursery rhymes, rereading familiar patterned books, participate in shared reading, presenting plays.
SLE LSV.1.15. Initiate and participate in conversations about reading.	Students will begin to see themselves as readers and talk about their own reading.	• Observation • Checklist • Performance	• Encourage discussions about books by modeling appropriate questions and comments for book talks (Reader's Chair). • Allow time everyday for students to talk about favorite books and read out parts of stories, poems and riddles they have enjoyed. • Provide an attractive reading corner where students can read and share familiar and favorite books. • After reading a book to the class, have students discuss their favorite part with their partner and then go home and share it with their parents.

Grade Level 1

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.16. Read orally with meaning and expression.	Students will read orally from familiar text with fluency (accuracy, expression and attention to punctuation). Students will use their knowledge of the musical elements of literacy language, such as rhyme and repeated sounds, to enhance oral reading.	• Observation • Oral reading records • Checklist • Performance	• Read to students everyday to model fluent reading. • Use assisted reading- teacher reads phrases and sentences from a book, such as Time for Bed (Fox, 1997), to students and they read the sentence or phrase back using expression modeled by the teacher. • Provide opportunity for students to read text which has repeated sounds or phrases to develop rhythm in reading.
SLE LSV.1.17 Explain directions for a particular purpose.	Students will give simple directions or explain a simple process.	• Performance • Demonstration	• Practice giving directions using place words such as under, top, bottom, beside, in front of. • Play games which require students to give directions to the class.
SLE LSV. 1.18. Make and respond to introductions.	Students will display appropriate social behavior upon being introduced.	• Observation • Performance • Checklist	• Role play an appropriate response to an introduction.

Grade Level 1

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV. 1.20. Collaborate with others to solve and resolve problems.	Students will demonstrate problem-solving skills in the learning environment.	• Observation • Checklist • Performance	• Model techniques of cooperative learning activities and provide opportunities for practice (e.g. creating a collage, building a model).
SLE LSV. 1.21. Use technology to enhance and evaluate oral performances and presentations.	Students will review recordings of oral reading to monitor fluency in oral reading. Students will review video recordings of class presentations.	• Teacher-student reading conference • Observation • Checklist • Performance • Demonstration	• Audio tape student's oral reading to review for fluency, to document student growth and to prescribe instruction. • Video tape a class presentation and conduct a class review using the oral presentation rubric.
SLE LSV.1.23. Participate in discussion by alternating the roles of speaker and listener.	Students will take turns respectfully when speaking and listening. Students will speak clearly and audibly. Students will actively listen to the speaker. Students will ask and answer questions which focus on the discussion.	• Observation • Checklist • Performance	• Model appropriate behavior of the listener and speaker. • Have students role play appropriate listening and speaking behaviors. • Provide opportunities for students to participate in formal and informal speaking/listening activities. • Encourage students to discuss subject area learning activities while in progress. • Introduce informal sharing sessions to review classroom activities or to provide a natural lead-in to the circle sharing time. Discuss classroom experiences and facilitate recall through questioning and commenting.

Grade Level 1

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.24. Present work completed in subject areas to large and small groups in and out of the classroom for discussion.	Students will create a collaborative project from another discipline and share it with others. Students will demonstrate appropriate stage presence (e.g. eye contact, focus on entire audience).	• Performance • Observation • Exhibition • Oral presentation rubric	• Use finger plays to reinforce subject area content, such as a finger play on planting carrot seeds. • Ask students to maintain a chronological journal for growing plants and display them with the plants. • Have students present a retelling of the Thanksgiving story. • On a daily basis, schedule students to share their work in front of the class. Give students a framework for organizing the content of their talk if needed. • Have students prepare an item of interest to show to another class or during an assembly. Assist the students in preparing a brief explanation of how and why it was produced.

Grade Level 1

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.11. Speak in complete sentences. SLE LSV.1.26. Speak to a variety of audiences in a variety of places for a variety of reasons. SLE LSV.1.27. Engage the audience with eye contact and appropriate verbal cues. SLE LSV.1.28. Recognize when audiences do not understand the message and adapt speaking to clarify. SLE LSV.1.29. Use clear, concise, organized language when speaking. SLE LSV.1.30. Respond to questions from the audience.	Students will choose and adapt spoken language appropriate to the audience, purpose and occasion including use of appropriate volume and rate. Students will use effective oral communication skills which may include: --speaking in complete sentences, --speaking with appropriate grammar and syntax, --speaking clearly and distinctly, --maintaining eye contact with audience, --responding courteously to questions from the audience.	• Observation • Oral presentation rubric • Performance • Demonstration • Checklist	• Use an oral presentation rubric to discuss with students appropriate speech and manners when making oral presentations. • Make a presentation to the class and allow them to critique the presentation using the rubric. • Provide opportunities for students to participate in a variety of speaking activities which may include: --choral reading, --buddy reading, --reciting poetry, --puppet shows, --plays. to a variety audiences which may include: --parents, --other classes, --school assemblies, --civic clubs, --community events.

Grade Level 1

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.31. Give immediate, respectful, detailed feedback to a variety of speakers. SLE LSV.1.22. Check information for accuracy.	Students will provide feedback based on evidence.	• Observation • Performance • Checklist	• Discuss with students the characteristics of a quality oral presentation. • Discuss with them how to give respectful, detailed feedback which focuses on those characteristics. • Encourage students to judge the accuracy of the information being shared. • Role play giving constructive feedback without the use of "put-down" or critical overtones.
SLE LSV.1.32. Receive and use constructive feedback to improve speaking abilities.	Students will accept contributions of the group or teacher to improve performance.	• Oral presentation rubric • Observation • Performance • Checklist	• Provide opportunities for students to give oral presentations, such as sharing experiences, retelling stories, reciting rhymes and poetry.
SLE LSV.1.3. Listen to reinforce and extend learning through the use of technology. SLE LSV.1.34. Demonstrate an awareness of the presence of media in daily life. SLE LSV.1.36. Judge the extent to which media provide a source of entertainment as well as source of information. SLE LSV.1.37. Interpret the role of advertising as a part of media.	Students will distinguish the purpose of various types of media presentations (e.g. to inform, to entertain, to persuade).	• Observation • Performance • Project • Analysis of log/journal entries • Demonstration	• Show videos which compare media that entertains, such as (Winnie the Pooh®) and media that informs (Bears of North America). Compare and contrast the two. • Read books such as Berenstain Bears and Too Much T.V. (Berenstain, 1984) and Mouse T. V. (Novak, 1994). Discuss the main idea of the books. Have students brainstorm things they can do in their free time other than watch television. • Have students brainstorm their favorite commercials. Discuss with them what would happen if we had no commercials. • Have students brainstorm their favorite television shows. Categorize by purpose--to inform, to entertain. • Provide a listening center with taped stories and accompanying books.

Grade Level 1

READING: PRINT AWARENESS

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.1. Demonstrate understanding of the relationship between written and oral language.	Students will use their knowledge of oral language (syntax, semantics) to read text.	• Oral retellings of stories read by teacher • Teacher-made tests • Cloze story • Observation • Analysis of journal entries	• Use interactive writing to show how "we can write what we say." • Provide time for students to read from their own written text in order to share their writing. • Involve children in cloze activities during shared reading sessions. Cover about one word in fifteen, choosing only one part of speech. Encourage students to think of a word that would fit based on what would make sense. Uncover the word to check the prediction.

Grade Level 1

READING: PRINT AWARENESS (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.2. Demonstrate and use concepts of print such as directionality, spacing, punctuation and configuration in developmentally appropriate ways.	Students will understand that written words are separated by spaces. Students will distinguish between individual letters and printed words. Students will recognize that different parts of a book such as cover, title page, author, illustrator, table of contents and illustrations offer information. Students will know the order of the alphabet. Students will demonstrate the use of capitalization and punctuation to read. Students will recognize that there are correct spellings for words. Students will recognize that a paragraph begins with an indented first line.	• Concepts about print test • Observation of use of concepts about print to read books • Samples of student writing • Teacher-made test • Oral reading records • Statewide test	• Use big books to teach features of text such as cover, title page, author, illustrator, table of contents. • Use shared reading to teach the concept of word, sentence and paragraph using capital letters as starts, punctuation as stops and indented sentences as beginnings of new paragraphs in reading and writing. • Use interactive writing to show how letters are put together to form words and words to form sentences. • Cut sentences up into word cards and have the students rebuild the sentences. • Put sentences from a story on sentence strips and have students rebuild the story. • Emphasize conventional spelling by sorting words into common spelling patterns. • Teach ABC order through song and alphabet games, such as giving students the letters that their names begin with and having them place their letters in the correct position on the alphabet chart. • Use a book such as Goodnight, Moon, (Brown, 1991), The Napping House (Wood, 1991) or Rainbow Fish (Pfister, 1992) to discuss how illustrations contribute to the meaning of the text.

Grade Level 1

READING: PHONOLOGICAL AWARENESS/DECODING/VOCABULARY

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.3. Recognize and associate letters and sounds. (Auditory Skill)	PHONEMIC AWARENESS Students will segment and combine syllables within spoken words. Students will identify and orally produce pairs of rhyming words. Students will segment the onset and rime in spoken one-syllable words. Students will identify and isolate the initial and final sounds of a spoken word. Students will blend phonemes (sounds) to produce words orally (without print). Students will orally segment one syllable words into individual phonemes (sounds).	PHONEMIC AWARENESS • Phonemic awareness assessment • Analysis of phonetic spelling in student writings • Observation • Teacher made tests • Checklist	PHONEMIC AWARENESS • Provide opportunities for students to develop phonemic awareness through a language-rich environment as they sing songs, play with words, recite rhymes and listen to parents and teachers read wordplay books to them. • Read books that have several words beginning with the same sound and emphasize that sound in the words. • Use familiar objects (e.g. brush, plate, clock), toys and pictures and have student reproduce the beginning and ending sounds of the objects. • Sing songs to the tune of "Old MacDonald Had a Farm" and create verses which emphasize sounds such as "What's the sound that starts these words: chicken, chin and cheek? /Ch/ is the sound that starts these words:. . . With a /ch/, /ch/ here and a /ch/, /ch/ there, . . ." • Have student say each child's name and clap the beats (syllables). • Show students several pictures of things beginning with different sounds. Pull out the beginning sounds and have the students match the pictures with the sounds. • Read a wordplay book such as Don't Forget the Bacon (Hutchins, 1976) in which a little boy repeats the list of things he is to buy at the store substituting different words each time. Students can suggest other substitutions.

Grade Level 1

READING: PHONOLOGICAL AWARENESS/DECODING/VOCABULARY (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.3. Recognize and associate letters and sounds. SLE R.1.4. Uses phonetic skills to decode words. SLE R.1.5. Use major cueing systems, such as phonetic, syntactic and semantic to decode and construct meaning.	GRAPHOPHONICS, SYNTAX, SEMANTICS Students will name and identify each letter of the alphabet. Students will know that written words are composed of letters that represent sounds. Students will use knowledge of common letter sound correspondences, including sounds represented by single letters (consonant and vowel) consonant blends, consonant digraphs, vowel digraphs, diphthongs, r-controlled vowels and common spelling patterns to decode and comprehend text. Students will use knowledge of word structure such as root words, inflectional endings, compound words and contractions to decode and comprehend text. Students will recognize a core (approximately 40) of high frequency words. Students will integrate context clues, picture cues, knowledge of sentence structure and graphophonics to decode and comprehend text. Students will identify unknown words in continuous text by reading, cross-checking, searching for additional cues, etc.	GRAPHOPHONICS, SYNTAX, SEMANTICS • Letter identification test • Observation of students during guided reading • Oral reading records with miscue analysis • Observation of individual work with letters, words, pictures • Word recognition test • Analysis of phonetic spelling in student writing samples • Teacher made tests • Checklist • Statewide test • Cloze and modified cloze procedures	GRAPHOPHONICS, SYNTAX, SEMANTICS • Use the whole-part-whole sequence for teaching phonics. For example, read the big book, The Carrot Seed (Krauss, 1984). After reviewing the story, go back to the text to focus on the "ee" sound. Provide the student with small slates to write "ee" words. Add some "ee" words to the word wall with seed as the focus words. • Provide opportunities for students to apply use of the cueing systems through guided reading, interactive writing, spelling, word sorts, sound matching, word building, wordplay books and other activities. • Use cloze procedures for practicing cross checking. For example, cover one word in a sentence and have students guess word based on what would make sense. Cross check with graphophonics and structure of sentence. • Develop class word banks. Ask students to collect words following similar spelling patterns. • Do "Make Words" lessons. Give students enough letter cards to make a particular word such as carrot. Make smaller words building to the final word which should be composed of all letters.

Grade Level 1

READING: PHONOLOGICAL AWARENESS/DECODING/VOCABULARY (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.6. Expand vocabulary through reading.	Students will use the vocabulary and "book language" learned from reading stories and informational texts in their own speaking, reading and writing.	• Observation of recitation of poems, nursery rhymes and language from stories • Statewide test • Teacher made tests • Samples of student writing • Oral reading records • Word recognition test	• Use framing cards to locate new words in the text of big books. • Write the text of a familiar story, such as The Carrot Seed (Krauss, 1984) or poem on word cards and have the student match the word cards to the text of the big book or put them in order in a pocket chart. • Do choral readings and shared readings in which the students join in reading a selected text, such as a big book, a song or poem on chart and encourage them to reread them during independent reading time. • Provide lots of concrete objects and experiences. For example, bring carrots and seeds mentioned in the book The Carrot Seed (Krauss, 1984) or the fruit from The Very Hungry Caterpillar (Carle, 1984) and let students sample it using the names of the food in discussion. Give students letter cards and have them match letter to beginning sounds of the food. • Have students maintain a personal word dictionary in which they put difficult, interesting or important words. • Have students dramatize stories that have been read to them using the language of the story in their dramatization. For example after reading The Carrot Seed (Krauss, 1984), have students retell the story using the language of the characters. • Choose words for study from books students are reading and write them on a word wall. Students can use the word wall to check a word they may not know during reading.

Grade Level 1
READING: COMPREHENSION

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.7. Understand the goal of reading is to construct meaning.	Students will monitor their own comprehension and when comprehension breaks down, use appropriate fix-up strategies which may include: reread, use illustrations to adjust or confirm meaning, cross-check, predict and confirm, form mental pictures from text description.	• Observation • Oral reading record with analysis of miscues • Observation of students during guided reading • Students accurately answer questions about text • Statewide test • Teacher made tests • Writing • Oral, written or drawn retelling	• Lead students on a picture walk of a book they are about to read to develop background knowledge and to predict the vocabulary they will be reading. • Do a "think aloud" in which the thinking that good readers use as they read is stated aloud. For example, use the big book The Carrot Seed (Krauss, 1984), read it aloud and pretend to self-correct using the following strategies: --ask, "Does this make sense? Does it sound right?", --read on or read back, --cross-check for meaning and language structure, --predict/confirm meaning. • Read a book students are not familiar with to practice the following strategy of forming mental pictures. • Read a section of the text to the students and then let them draw a picture of what "they see in their heads" as they listen. Return to the text to confirm their predictions. • Match illustrations from text with print. • Work with students in guided reading groups so they can be prompted to apply reading strategies and the teacher can have specific feedback that praises an appropriate use of strategies.

Grade Level 1

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.8. Understand that reading is communication between the author and the reader.	Students will demonstrate knowledge that authors/illustrators are real people who go through a process to produce a book. Students will demonstrate an understanding that all texts, both narrative and expository (informational), are written by authors who are expressing their own ideas.	• Observation • Analysis of journal entries • Samples of student writing	• Invite local writers and illustrators to talk with the class. • Read excerpts from the autobiographies of authors to the students. • Display posters, pictures and/or pamphlets of authors and their works. • Show audio tapes or videotapes of authors discussing their books. • After reading a book, engage students in a discussion of author's purpose. • Have students create individually or class-produced books with students' names written in front as author.
SLE R.1.9. Establish purposes for reading, such as enjoying, learning, modeling, sharing, performing, investigating and solving problems.	Students will state purposes for reading and listening such as to be informed, to follow directions and to be entertained.	• Observation • Statewide test • Teacher made tests • Portfolio	• As various types of reading materials are read, engage the class in a discussion of the purposes of each kind. • Plan activities where students are reading for different purposes and make them aware of the differences in purposes, such as: --read fairytales to entertain, --read math story problems to solve problems, --read informational book to inform. • Ask students to share and substantiate the purpose for reading during reading sessions.

Grade Level 1

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.10. **Use relationships between words and sentences, sentences and paragraphs, and paragraphs and whole pieces to understand text.**	Students will use the context of the sentence to decode unknown words. Students will use the context of the sentences in a paragraph to monitor comprehension.	• Oral reading records with miscue analysis • Statewide test • Teacher made tests • Samples of student writing	• Use big books to teach the concept of sentence and paragraph using capital letters as starts, punctuation as stops and indented sentences as beginnings of new paragraphs in reading and writing. • Use interactive writing to show how letters are put together to form words and words to form sentences which express a complete thought. • Cut sentences from a story into word cards and have the students rebuild the sentences focusing on reconstructing the meaning of the sentence. • Put sentences from a paragraph in a story on sentence strips and have students rebuild the paragraph focusing on reconstructing the meaning of the paragraph.
SLE R.1.11. **Use prior knowledge to extend reading ability and comprehension.**	Students will build connections between text that is read or heard and their own experiences and knowledge to make sense of text. Students will make and confirm predictions about text by using prior knowledge and ideas presented in the text. Students will make inferences based on explicit information drawn from text.	• Observation • Statewide test • Teacher made tests • Project	• Read aloud a book with which students can easily identify. Have students recall a related personal experience, record it through drawing or writing and add it to a bulletin board display. • Before reading a book on a particular topic, have students brainstorm all that they know about the topic. Record brainstorming in list, semantic map, KWL chart. • As a predictable book such as The Carrot Seed (Krauss, 1984) or The Very Hungry Caterpillar (Carle, 1984) is read, stop at appropriate places in the book and have the students predict what will happen next. Ask them to justify their predictions with either information in their heads or from the book.

Grade Level 1

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.12. Use specific strategies such as making comparison, predicting outcomes, drawing conclusions, identifying the main ideas and understanding cause and effect to comprehend a variety of literary genre from diverse cultures and time periods.	Students will make and explain inferences from texts such as determining important ideas, summarizing, making predictions and drawing conclusions. Students will relate prior knowledge to textual information.	• Observation • Samples of student writing/drawing • Statewide test • Teacher made tests	• Read books which are conceptually challenging such as The Polar Express (Van Allsburg, 1985) to give students the opportunity to think beyond their reading level. • During a reading of a text, such as Stone Soup (McGovern, 1986) or The Doorbell Rang (Hutchins, 1986) stop and have the students draw their predictions of what will happen next. Let a few share justifying their predictions with evidence from the text or their background knowledge. Continue to read to confirm or disprove their predictions. • During the reading of a set of stories incorporating the same characters such as Frog and Toad (Lobel, 1979) stories, have students predict new-story contents based on previous reading.
SLE R.1.13. Understand that texts have different purposes (e.g. persuading, informing, entertaining and instructing).	Students will distinguish different forms of text and the functions they serve (e.g. storybook to entertain, informational book to inform).	• Observation • Statewide test • Teacher made tests • Performance	• Use a book such as Clifford (Bridwell, 1963) and a non-fiction book on dogs to lead students in a discussion about the different types of text and their purposes. Have students work in small groups with examples of each kind and determine in which category they belong. Frequently as a text is read or encountered in class, question students about its purpose. • Read different versions of a fairy tale such as The Gingerbread Boy (Asbjornsen & Moe, 1980; Cauley, 1988; Galdone, 1975; Jacobs, n.d.; Oppenheim, 1986; Sawyer, 1953). Divide students into groups to dramatize each version. Compare the versions by analyzing the stories on a grid of story elements.

Grade Level 1

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.14 Use print for daily activities (e.g. following directions, using references).	Students will use various forms of functional print, such as calendars, lunch menus, word walls, word charts, signs, labels.	• Teacher made tests • Samples of student writing • Project	• Provide an environment that is rich in functional print (e.g. labels, signs, charts, etc.). • Write one or two sentence classroom messages each day such as "Please clean your desk today." • Encourage students to use the word walls for reading/writing. • Display the daily lunch menu for students to read. • Label areas of the room and allow students to put labels as needed. • Review the calendar everyday.
SLE R.1.15. Demonstrate knowledge of expository and narrative texts.	Students will identify texts as being a story (narrative) or informational (expository). Students will identify different text genres from everyday print material (storybooks, poems, newspapers, signs, labels).	• Teacher made tests • Observation • Oral retellings using storyboards or other graphic organizers showing story elements • Statewide test • Portfolio	

Grade Level 1
READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.16. Uses strategies for visual organization of information, such as story maps, semantic mapping, charts, etc.	Students will use story maps, circle story maps and semantic maps to organize information read.	• Use picture cards to sequence stories and processes • Statewide test • Teacher made tests • Samples of student writing	• After reading and rereading a book of selected literature, complete a story map or frame, circle story map or semantic map while students dictate the information. • Assign students in small groups to illustrate an event in a story and then use the illustrations to retell the story sequentially.
SLE R.2.1. Use critical thinking and problem solving strategies to integrate content from all subject matter areas.	Students will participate in class discussion on books and pictures related to a theme that integrates curriculum. Students will begin to make connections among the curriculum areas. Students will solve math story problems.	• Observation • Statewide test • Teacher made tests • Demonstration	• Provide instruction which integrates the curriculum areas. For example, after reading and retelling The Very Hungry Caterpillar (Carle, 1984), read Backyard Insects (Selsam, 1991). Use a Venn diagram to compare the insects in the two books. Using the non-fiction book, make a chart (simple feature analysis) to analyze the insects in the book. • Have students bring in and label bugs for a class bug collection. • Have students make a model of a bug from clay and label the basic parts. • Have students use a circle story map to analyze the life cycle of a bug.

Grade Level 1

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.2.2. **Read for personal reasons, such as for enjoyment, for information and for inquiry.**	Students will read a variety of fiction and nonfiction materials for enjoyment and information which may include: -- • easy-to-read stories and informational books, • predictable texts, • picture storybooks, • poetry charts, • song charts, • big books, • environmental print, • word walls, • classroom messages.	• Observation • Analysis of journal entries • Checklist • Demonstration	• Read aloud to students every day several times a day, rereading some of the students' favorite selections. • Do choral readings and shared readings in which the students join in reading a selected text, such as their basal reader, trade books or big books. • Put books that have been read in a special read-aloud box from which students can select books to "read". • Have a literacy center in the classroom where students can go to read various kinds of books and magazines.

Grade Level 1

READING: FLUENCY

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.17. Read independently and with others daily (e.g. sustained silent reading, shared reading, partner reading).	Students will demonstrate wise use of independent reading time. Students will self-select materials on independent reading level based on personal interests. Students will read with others through shared reading, partner reading, choral reading.	• Observation • Checklist	• Allocate time each day, approximately 20 minutes, for self-selected reading. • Do choral reading with predictable text, poems, songs. • Have students read along in a big book (shared reading). • Select reading partners for students and provide time for partner reading. • Partner the students with an older student to read.
SLE R.2.3. Demonstrate fluency and comprehension in both silent and oral reading.	Students will read grade-level materials with an average of only two-three word difficulties per 100 words. Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).	• Answers comprehension questions • Oral reading records with miscue analysis • Observation • Statewide test • Teacher made tests	• Have students read along in a big book (shared reading). • Use assisted reading—teacher reads to students and they read the sentence or phrase back. • Provide opportunities for students to meet the same words in different contexts to help build their bank of familiar, high-frequency words. • Use an overhead projector to mask phrase to be read to teach reading in phrases. • Provide familiar books that students can read during independent reading time. • Engage students in read-arounds.

Grade Level 1

READING: FLUENCY (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.2.4. **Select appropriate reading material from library media centers and other sources.**	Students will locate important areas of the library/media center. Students will choose appropriate reading material from a variety of sources (e.g. home, community library, classroom, bookstore). Students will use a variety of print and non-print sources.	• Analysis of reading log entries • Observation • Checklist	• Teach students about the organization and procedures of the library. • Teach students how to judge the appropriateness of the readability level of a book. • Allow students to share reading materials they bring from home. • Use modeled writing to show students how to incorporate environmental print and words from charts and word wall into their own writing.

Grade Level 1

READING: LITERARY RESPONSE

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.18. **Read, listen and respond to a variety of literary genres from diverse cultures.** SLE R.2.5. **Respond to reading in a variety of ways (e.g. writing, retelling, art, drama).**	Students will listen to a variety of texts from various cultures. Students will participate actively (react, join in, predict, read along) when predictable and patterned selections are read. Students will respond through talk, movement, music, art, drama and writing to a variety of stories and poems in ways that reflect understanding. **Students will relate the life experiences, language, customs and culture of characters in text to their own experiences.**	• Observation • Statewide test • Teacher made tests • Analysis of journal entries • Performance • Portfolio • Samples of student writing	• After listening to several stories by one author such as Lobel (Frog and Toad, 1979), have students draw scenes from their favorite stories and write reasons why they liked them. • Students will participate in small group reading of a story, create a paper bag puppet of a character in the story and then use the puppet to role play the story character. • Students will orally retell a **story in their own words.** • Respond to text either informally by talking about it or by choosing to engage in a written or creative activity that involves returning to the text. • After students read a story in their basal reader, provide students with masks or name tags with the names of the characters on them. Have them work in small groups to retell the story using creative dramatics.
SLE R.1.19. **Read more than one work by a single author.**	Students will demonstrate knowledge of the content of the works of a single author	• Checklist • Project • Analysis of journal entries	• Focus "read alouds" on the works of one author. Discuss the common elements of the books such as characters, problems, themes. • Read several works by one author such as Mercer Mayer, Frank Asch or Arnold Lobel. Have students draw a scene from their favorite book and write a short paragraph explaining the choice. • Encourage students to focus on the works of one author during independent reading time.

Grade Level 1

READING: LITERARY RESPONSE (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.20. Use strategies such as keeping reading logs, conferences with teacher and discussions with other readers for monitoring progress in reading.	Students will monitor their progress in reading through contributing to a reading portfolio which may contain a reading log, reading skills checklist, record of conferences with teachers, responses to reading, reading assessments.	• Portfolio • Record of formal and informal book talk (Reader's Chair) • Teacher-student reading conference • Project • Analysis of journal entries	• Explain the purpose and contents of a reading portfolio, including how to make journal entries, that the teacher will be maintaining for each child. • Provide opportunity for students to keep reading logs to record the following: --a list of books read, --comments about books read, --plans for further reading. • Establish a process for conferencing with students to help them determine progress toward their reading goals.
SLE R.1.21. Experiment with creative and playful language, such as text innovations, choral reading, etc.	Students will retell a story using different characters, setting, events, etc. Students will experiment with language--rhyming words, riddles, trying new words, nonsense words--in speaking, reading and writing.	• Observation • Performance • Portfolio • Analysis of journal entries	• After reading rhymes such as "Oh, a-Hunting We Will Go", have students to collaboratively produce their own couplets to add to the rhyme. • After students read a story in their basal reader, provide students with masks or name tags with the names of the characters on them. Have them work in small groups to retell the story using creative dramatics.

Grade Level 1
READING: LITERARY RESPONSE (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.22. Use technological aides (e.g. data base, spreadsheet, desktop publishing) to support growth in reading.	Students will use available technology to practice reading.	• Computerized record of student use of computers • Performance • Portfolio • Observation	• Have students use available technology to write, practice reading with interactive reading software and play word games.
SLE R.2.6. Use reading to enhance writing.	Students will participate in creating text innovations using predictable texts as models for their own writing. Students will apply knowledge of phonics to their writing. Students will apply concepts of print to their writing.	• Samples of student writing • Analysis of journal entries • Observation of use of concepts of print to "read" books • Statewide test • Teacher made tests	• Model use of environmental print in writing. • Point to the words in big books to demonstrate the one-to-one relationship between spoken and written words. • Use interactive writing to show the relationship between the spoken sounds and written letters in words. • Compose individual and class innovations on predictable text, such as books, poems and stories. For example, read patterned text such as Runaway Bunny (Brown, 1977) and have students rewrite the story using the story pattern.

Grade Level 1

READING: LITERARY RESPONSE (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.2.7. Select appropriate resource material from a variety of sources (e.g. library media centers, community and home).	Students will use print, pictures and people to gather information and ask questions. Students will locate information on a map or globe. Students will use parts of a book to locate information including table of contents and chapter titles.	• Observation • Samples of student writing • Checklist • Project	• Lead students in an examination of the different types of resource materials including print, technology and people. • During units of study have the students bring different sources of information from the library, the classroom or home on the topic.
SLE R.2.8. Initiate and participate in conversations about reading.	Students will begin to see themselves as readers and talk about their own reading. Students will talk with classmates about their favorite stories.	• Observation • Analysis of journal entries • Performance	• Encourage discussions about books by modeling appropriate questions and comments for book talk (Reader's Chair). • Allow time everyday for students to talk about their favorite books and read aloud parts of stories, poems and riddles they have enjoyed. • Provide an attractive reading corner where children can read and share familiar and favorite books. • After reading a book to the class, have students discuss their favorite part with their partner and then go home and share it with their parents.

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